DOCUMENT RESUME

ED 281 006 CE 046 845

TITLE Missouri Comprehensive Guidance. A Model for Program Development and Implementation. Draft Document.
INSTITUTION Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE [86]
NOTE 50p.; Document printed on colored paper.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advisory Committees; Educational Facilities; Educational Planning; Educational Resources; *Guidance Objectives; *Guidance Programs; Program Budgeting; *Program Development; Program Guides; Program Implementation; School Counselors; *School Guidance; Secondary Education; *State Programs
IDENTIFIERS *Missouri

ABSTRACT

This document describes a proposed model for comprehensive guidance programs to be implemented in secondary schools in Missouri. The model, which will be revised and refined as needed, has three major sections. The first section contains the structural components that are required to carry out a comprehensive guidance program. These components are definition, facilities, advisory council, resources, staffing patterns, and budget. The second section contains the program components that are required to deliver direct programming to students, staff, and parents. These components are guidance curriculum, individual planning, responsive services, and guidance system support. The third section focuses on the implementation of the guidance program. Blank forms and guidelines are provided to help the guidance counselor begin to plan and put the program in place. Also included are competency statements for each topic of the guidance program. (KC)

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COMPREHENSIVE

GUIDANCE

A MODEL FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION

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INTRODUCTION

"Missouri Guidance and Placement--A Vital Link to Excellence in Education." This slogan is one that many counselors across the state will recognize and is one that has been emphasized to show that guidance has an important role in the Excellence in Education movement.

The emphasis on Excellence in Education has been a major theme in recent months and has had a great impact on Missouri's educational system. The state action plan, "Reaching for Excellence" calls for a strong and enduring commitment to our public school system and the development of a tangible, concise plan to bring about reform. There is a general belief that our public schools are at a critical point and that some priorities must change if our schools are to provide the education that will enable our youth to fully function in our society. The youth of our state and nation are our most valuable resource and the public school system has the greatest of challenges--that of turning out the highest quality product possible. Only with a high quality product coming out of our schools, will our nation survive.

While our educational system has received much criticism over a period of time, it is still the most creative and responsive program of education ever developed by any nation at any time. Our educational system is a world resource and never in our history has a nation of people had as much formal education.

The guidance programs in our schools have always played an important role in the total educational process for our youth and is an important aspect of our public school program.

For years textbook publishers, developers of curriculum materials, and directors of curriculum have outlined the process of curriculum planning and implementation. At the same time guidance program planning was not considered, because typically guidance has been perceived as an "ancillary service." Because of this concept, it has been difficult to convince the general public and many in education that guidance is a vital, integral part of the total educational system. It is time that administration, teachers and counselors themselves put guidance into proper perspective and realize that it must be viewed as a program rather than a service; that it must in fact become a vital link in total package of education being delivered to our youth. A comprehensive guidance program must impact on a vast majority of students; it must consist of curriculum activities and must be responsible for the addressing and meeting of various student competencies and student outcomes.

Because of an apparent need to refocus guidance activities and to develop guidance within a programmatic framework the Missouri Department of Elementary and Secondary Education began to field test a proposed model for guidance in selected school district during the 1984-85 school year. At that time twenty-two districts

were designated to take part in the pilot project and during the 1985-86 school year thirteen additional school districts were added.

The proposed model that follows is based on information obtained from those individuals involved in the pilot project sites. As you read and review this material, it must be regarded as a "proposed model" for guidance and must be considered as a "draft" document. As we gather additional information and add other pilot projects this model will be further revised and refined as needed.

Purpose of the Model Guidance Project

"The primary purpose of the Missouri Comprehensive Guidance Project is to help districts develop, implement and evaluate comprehensive, systematic high school programs." While the emphasis to date has been at the secondary level, we must keep in mind that all guidance programs must be developmental K-12. As resources allow, the concepts developed within the secondary framework will be expanded to include all grade levels.

Rational for the Model Guidance Program

As guidance was viewed from a statewide perspective, several issues came to focus that indicated the need for a re-direction of guidance program efforts. Chief among these are:

1. The number of students served within the present delivery system for guidance.

   Outside of enrollment and scheduling activities, what percentage of students are getting real benefits from guidance program efforts?

2. Lack of a programmatic approach to guidance.

   Guidance cannot be seen as an ancillary service, but must be developed as a program with specified content, including goals, objectives and activities which will meet the identified needs of students.

3. Accountability

   Many activities within a guidance program are difficult to measure. However, a structure must be developed and implemented that will bring about accountability. We can no longer justify our program based on assumptions that "we are doing good."

4. Too many Tasks leads to Counselor Ineffectiveness.

Because guidance has not operated as a planned structured program with specific content, it has become an "add on" area. This has caused programs to become fragmented. Guidance personnel cannot be all things to all people all the time. Counselors must develop and operate a planned program and in the process develop a method to carry out activities to completion rather than taking on too many tasks and not be able to complete them as desired.

5. Students Competencies

Counselors, like other staff members in our schools have specialized training. Because of this specialized training and the unique skills of counselors there are certain student competencies that must be addressed and delivered as a part of a total guidance program.

A PROPOSED GUIDANCE PROGRAM DEFINITION

Guidance is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The Guidance Program includes:

1. a guidance curriculum
2. individualized planning with students and their parents
3. responsive counseling, consultation and referral, and
4. program management.

It is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

PROPOSED STATE MODEL FOR

COMPREHENSIVE GUIDANCE PROGRAMS

The state model for comprehensive guidance programs has three major sections. The first section contains the structural components that are required to carry out a comprehensive guidance program. These components are Definition, Facilities, Advisory Council, Resources, Staffing Patterns and Budget. The second section contains the program components that are required to deliver direct programming to students, staff, and parents. These components are Guidance Curriculum, Individual Planning, Responsive Services, and Guidance System Support. The third section focuses on the implementation of the guidance program.

SECTION I

STRUCTURAL COMPONENTS

DEFINITION

Based on the preceeding state definition, local school districts are encouraged to develop their own definition of a comprehensive guidance program.

GUIDANCE PROGRAM FACILITIES

To carry out a comprehensive guidance program, it is recommended that a guidance resource center be established. It is further recommended that the guidance center be large enough to adequately house all of the program's personnel, resources, and equipment. The center should be easily accessible to all students including those with handicaps. As a minimum, the center should include:

1. a well organized and displayed collection of guidance resource materials and equipment.

2. properly equipped, sound proof, private offices.

3. adequate space for individual, small group, and classroom size group use of the guidance resources and equipment.

4. adequate storage space.

These recommended facilities will increase program effectiveness and will add strength to the total guidance delivery system.

ADVISORY COUNCIL

An Advisory Council is recommended to provide support, offer advice, review present activities and encourage new activities to meet the goals of the guidance program. Advisory Councils could consist of school staff, parents, students, community leaders, and others. It may be organized at the district or individual building level and could be established as one of the following structures:

1. school/district-wide vocational advisory committee
2. school/district-wide advisory committee
3. guidance program committee
4. combination of the above.

If you have questions or concerns regarding the development and/or utilization of an advisory council, you may wish to obtain a copy of a publication titled "Handbook for Instructors--Involving Vocational Advisory Groups in Program Improvement." This publication is available through:

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri 65211

Reference # VE -49-1

GUIDANCE RESOURCES ASSESSMENT

Resources are necessary for the delivery of the Guidance Program to meet the guidance needs of all students.

For each of the four component areas of Guidance Curriculum, Individual Planning, Responsive Services, and System Support it is important to identify (and assess) currently available guidance program resources. It is also important to identify those resources that are not currently available but are needed in order to deliver the four program component.

Assessing resources requires a systematic and thorough review of current guidance program activities, space, time allocation, equipment, staff expertise, and community resources.

Current Guidance Program Activities: Assessing guidance program content will provide information about the current status of your existing program. It is also necessary to become familiar with other school curricula content to determine what activities may be in place that will reinforce your guidance program.

Space: What is the current space allocation for the guidance program? What is needed to carry out a comprehensive guidance program?

Time Allocations: Conduct a guidance personnel time and task analysis study (refer to "Time and Task Analysis" section).

Equipment/Materials: A survey of guidance and other school equipment and materials that may be of use in the guidance programs should be conducted. As a part of the survey an opportunity should be given to staff members to indicate any new equipment and/or materials that may be needed.

Staff Expertise: Identify the special skills of staff members that may be helpful in carrying out guidance program activities.

Community Resources: It is important to identify community resources that can be used in carrying out the guidance program.

STAFFING PATTERNS

It is recommended that an organizational chart for district guidance personnel be developed. At a minimum it should show the following:

1. certified school counselors employed within the state standards for counselor/pupil ratio

2. secretarial/clerical support

In buildings and/or districts with more than one counselor, it is recommended that a head counselor or director be identified. This is to ensure that program planning, coordination, implementation, and evaluation take place in a timely and effective manner. In order for this individual to organize and manage the guidance program, consideration should be given to reducing his/her student caseload.

BUDGET

An adequate guidance and counseling departmental budget should be established. The budget amount should reflect the resource needs of the department as determined by the needs of the total guidance program. The budget should be separate from the school's testing budget.

SECTION II

PROGRAM COMPONENTS

GUIDANCE CURRICULUM

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them to acquire and use life skills. The curriculum is organized around three major areas -- career planning and exploration, knowledge of self and others, and educational and vocational development. Student competencies to be addresssed in these areas are identified in part the use of the Missouri Comprehensive Student Needs Survey.

While the counselor's responsibility includes the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The guidance curriculum is implemented through such strategies as:

Classroom Activities - Counselors team teach or assist in teaching a guidance curriculum learning activity or unit in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom, guidance center, or other school facilities.

Group Activities - Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students participating.

Example of guidance learning activities within his component could include but are not restricted to the following:

Career Exploration
Decision Making Skills
Post High School Decision Making
Planning High School Classes
Substance Abuse Programs
Job Preparation
Pre-Employment Skills
Study Skills
Interviewing Techniques
Marriage/Parenting
Sexual Abuse

The guidance curriculum learning activity outline and format that follow may be used to assist the counselor in planning and developing various activities within the guidance curriclum component.

GUIDANCE CURRICULUM LEARNING ACTIVITY OUTLINE

GUIDANCE CURRICULUM COMPONENT

I. List major activities for Guidance Curriculum Component on a monthly and yearly calendar.

II. Guidance Curriculum Activities Outline

A. Curriculum Area

B. Category

C. Competency Statement

D. Students Served

1. Number of students
2. Grade level
3. Classroom setting (math, science, home economics, agriculture, etc.)

E. Time Required

F. Resources Needed

G. Evaluation of Guidance Curriculum Activity

1. Results Pre Test
2. Results Post

H. Observations

SCHOOL DISTRICT NAME:_____

CONTACT PERSON_____PHONE:____/____/_____

GUIDANCE CURRICULUM
LEARNING ACTIVITY FORMAT

CURRICULUM AREA:_____

CATEGORY(IES):_____

UNIT OR LESSON TITLE:_____

COMPETENCY STATEMENT(S)_____

_____

_____

_____

STUDENTS SERVED:

Number of students:_____

Grade level(s):_____

Classroom setting:_____

TIME REQUIRED:_____

RESOURCES NEEDED_____

_____

_____

_____

EVALUATION OF LEARNING ACTIVITY:

Results of pre-test_____

_____

_____

Results of post-test_____

_____

OBSERVATIONS:_____

_____

ATTACH DETAILED COPY OF COMPLETE LESSON PLAN:_____

_____

_____

INDIVIDUAL PLANNING

Individual Planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting each student to develop, analyze, and evaluate his or her educational, occupational, and personal goals and plans. The activities in this component are generally delivered on an individual basis.

Individual Planning is implemented through such strategies as:

Individual Appraisal - Counselors assist students to assess and interpret their abilities, interests, skills and achievement. The utilization of all test information and data becomes an important aspect of developing immediate and long range plans for students.

Individual Advisement - Counselors assist students to use self appraisal information along with personal-social, educational, career and labor market information to help them plan for and realize their personal, educational and occupational goals. The involvement of students, parents and school in planning a four-year program of studies that meets individual needs of students is a critical part of individual advisement.

Placement - Counselors assist students to make the transition from school to work and/or to additional education and training.

Examples of Guidance Learning Activities within this component could include but are not restricted to the following:

a. Development of a four-year plan
b. Course selection
c. Vocational/occupational exploration
d. Financial Aids
e. College/vocational school application process
f. Honors and awards programs such as "Missouri Scholars Academy"
g. Missouri College Preparatory Certificate
h. George Washington Carver Award

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District_____

Project Director_____Phone___/___/_____

INDIVIDUAL PLANNING ACTIVITY OUTLINE

1. List major activities for Individual Planning Component on monthly and yearly calendar

II. Activity Format

A. From calendar's major activities, a set of information on each activity will be provided which includes:

1. The major activity
2. Grade level
3. Number of students served
4. Resource needed
5. Time line (from calendar: one week in October; January through March; one day per week in April; etc.)
6. Amount of time spend (4 days, 15 days, 12 hours, etc.)
7. Method of documentation or evaluation
8. Evaluation results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

1. Major Activity:
   Date:

_____

_____

_____

II. Grade Level: _____

III. Number of students served: _____

IV. Resources Needed: _____

_____

_____

V. Time Line: (from master calendar) _____

_____

_____

_____

VI. Amount of time spent: _____

_____

VII. Method of documentation or evaluation: _____

_____

_____

VIII. Evaluation results, outcomes, or documentation: _____

_____

_____

_____

RESPONSIVE SERVICES

Responsive services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. While counselors have special training and possess skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for the component's successful implementation. Responsive services are implemented through such strategies as:

Consultation - Counselors consult with students along with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns.

Personal Counseling - Counseling is provided on a small group and individual basis for students expressing problems or difficulties dealing with relationships, personal concerns, and/or normal developmental tasks. It focuses on assisting students to identify problems and causes, alternatives, possible consequences, and to take action when appropriate.

Crisis Counseling - Counseling and support are provided to students and/or their families facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, appropriate referral sources may be used.

Referral - Counselors use other professional resources of the school and community to refer students when appropriate. These referral sources may include:

1. mental health agencies
2. employment and training programs
3. vocational rehabilitation
4. juvenile services
5. social services

The response services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District_____

Project Director_____Phone___/___/_____

RESPONSIVE SERVICES ACTIVITY OUTLINE

I. List sessions for individuals and groups on monthly and yearly calendar.

II. Activity Format

A. Major activity

B. Purpose of session

C. Number served

D. Amount of time spent

E. Resources needed

F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITIES: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for indivdiual or group counseling sessions (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

School District_____

Project Director_____ Phone___/___/_____

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

I. Major Activity:_____

_____

_____

II. Purpose of Session:_____

_____

III. Number Served:_____

_____

IV. Amount of time spent:_____

_____

V. Resources needed:_____

_____

VI. Comments or observations:_____

_____

_____

SYSTEM SUPPORT

The System Support component consists of management activities which establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Research and Development: Guidance program evaluation, follow-up studies, and the continued development and update of guidance learning activities are some examples of the research and development work of counselors.

Staff/Community Public Relations: This involves orienting staff and the community to the comprehensive guidance program through such means as the use of newsletters, local media, and school and community presentations.

Professional Development: Counselors need to be invovled regularly in updating their professional knowledge and skills. This may involve participation in regular school in-service training, attending professional meetings, completing post graduate course work, and contributing to the professional literature.

Committee/Advisory Boards Serving on departmental curriculum committees and community committees or advisory boards are examples of activities in this area.

Community Outreach: Included in this area are activities designed to help counselors become knowledgeable about community resources, employment opportunities and their local labor market. This may involve counselors visiting local businesses and industries, and social services agencies on a periodic basis.

Program Management and Operations: This area includes the planning and management tasks needed to support the activities conducted in a comprehensive guidance program. It also includes responsibilities that may need to be fulfilled as a member of the school staff.

The system support activity outline and format that follows may be used to assist counselors in planning and developing activities within the system support component.

School District_____

Project Director_____Phone___/___/_____

SYSTEM SUPPORT ACTIVITY OUTLINE

I. List major activities for System Support Component on monthly and yearly calendar.

II. Activity Format

A. From calendar's major activities, a set of information on each activity will be provided which includes:

1. The major activity
2. Grade level (if appropriate)
3. Number of served (if appropriate)
4. Resources needed or utilized
5. Time line (from calendar: one week in October; January through March; one day a week in April, etc.)
6. Amount of time spent (4 days, 15 days, 12 hours, etc.)
7. Method of evaluation or documentation
8. Evaluation results, outcomes, or documentation

III. Professional Activities

A. Include involvement with professional organizations and other professional activities on master calendar

1. Workshops attended
   a. Name of workshop
   b. Purpose

2. Summer institutes

3. Other professional activities

School District_____

Project Director_____Phone___/___/_____

SYSTEM SUPPORT ACTIVITY FORMAT
(SYSTEM SUPPORT COMPONENT)

ACTIVITY FORMAT

I. Major Activity
Date:

_____

_____

_____

II. Grade Level (if appropriate):_____

III. Number served:_____

IV. Resource needed:_____

_____

_____

V. Time Line (from master calendar):_____

_____

VI. Amount of time spent:_____

_____

VII. Method of documentation or evaluation:_____

_____

VIII. Evaluation results, outcomes, or documentation:_____

_____

_____

IX. Professional Activities (workshops, institutes, etc.)

Name of workshop (or other programs):_____

Purpose for which attended:_____

_____

RECOMMENDED TIME ALLOCATIONS FOR EACH COMPONENT

As you begin to revamp your guidance program there are recommended time allocations that you need to consider for each of the four component areas. The recommended percentages are based on information obtained from the project directors involved in the pilot project sites. Each of the four areas listed below will show a range of time. If your redirected program is to have the desired impact, you will need to work within the ranges indicated.

GUIDANCE CURRICULUM	15 - 20%	This is a recommended range but the total percentage must equal 100%
INDIVIDUAL PLANNING COMPONENT	25 - 30%	
RESPONSIVE SERVICES	25 - 30%	
SYSTEM SUPPORT	15 - 20%	

For example, based on a 174 day school year, 7 periods per day, the percentage would break down as follows:

20% = 35 days = 244 periods

30% = 52 days = 365 periods

SECTION III

IMPLEMENTING THE GUIDANCE PROGRAM

How is a comprehensive guidance program implemented in a school district (building)? What are the steps and issues involved? What follows is a discussion of these issues and steps, grouped around the following topics; getting organized, conducting a time and task analysis, involving administrators and teachers, conducting a needs assessment, establishing a master calendar, and making the transition. While the discussion that follows focuses on a secondary program, the framework provided and the steps and issues involved are similar for implementing an elementary guidance program.

GETTING ORGANIZED

The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. Making this transition is complex and difficult because it means carrying out duties required by the current organizational plan while at the same time planning and trying out new concepts and activities derived from the new organizational plan. As the implementation process gets under way there are a number of points to keep in mind.

1. Understand the necessary conditions for change in your school district or building.

2. Expect resistance to making changes

3. Appreciate the challenges involved.

CONDUCTING A TIME AND TASK ANALYSIS

A time and task analysis is used to survey and analyze the distribution of counselors' time and the tasks counselors are performing. It is conducted at the beginning of the implementation process to provide base line data for the reallocation of counselors' time and task involved. It provides a basis for comparing the time and tasks involved in the program with those planned for the comprehensive program.

The steps involved in conducting the time and task analysis are as follows:

1. Select one day per week for the entire school year to keep track of your time and the tasks you perform. Use the same day every week or start with Monday the first week, Tuesday the second week, and so on.

2. Use the Counselor Log to keep track of the time you spend in various activities (15 minute intervals). For the days chosen, keep track of the time you spend by the category on the form provided. You will note that the form has time blocks for any morning or evening activities you may be conducting.

3. Look at the Counselor Log and determine the category into which the activities can be placed. Place a check in the appropriate category for each 15 minute interval.

4. Count the total number of 15 minute daily blocks of time for each school day that is being logged. Do NOT count blocks of time when you were not on duty. Next count the number of 15 minute block intervals for each category. Record these figures in the appropriate blanks at the bottom of the Log. Then calculate your percentages for the day in each category by dividing the total daily category blocks of time by your total daily blocks of time.

5. On the Time and Task Analysis Summary sheet record the number of 15 minute blocks of time for each category for each of the 36 weeks in the school year.

6. At the end of the Time and Task Analysis Summary Sheet total the blocks of time by category. Then calculate the percentages of time spent in each category. Do this by dividing each total category block by the grand total number of blocks.

TIME AND TASK ANALYSIS LOG

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ADMINISTRATIVE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/OCCUPATIONAL EXPLORATION, MISSOURI SCHOLARS ACADEMY, FOUR-YEAR PLAN DEVELOPMENT	CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING, REFERRAL	RESEARCH, STAFF/COMMUNITY DEVELOPMENT, CURRICULUM DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ADVISORY BOARDS, COMMUNITY INVOLVEMENT/PR, PROGRAM MANAGEMENT/OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING FPA'S, FIGURING CLASS RANK, LUNCH BREAK
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
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8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					

Daily Blocks:

Grand Total (Daily Blocks):

27 Daily Percentage:

Grand Total (Daily Percentage)

TIME AND TASK ANALYSIS SUMMARY SHEET

WEEK #	CURRICULUM # OF 15 MIN BLOCKS	INDIVIDUAL PLANNING # OF 15 MIN BLOCKS	RESPONSIVE SERVICES # OF 15 MIN BLOCKS	SYSTEM SUPPORT # OF 15 MIN BLOCKS	NON GUIDANCE ADMINISTRATIVE ACTIVITIES # OF 15 MIN BLOCKS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
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14					
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31					
32					
33					
34					
35					
36					

TOTALS _____ ____ _____ _____ _____ _____

GRAND TOTAL BLOCKS _____

PERCENT _____ _____ _____ _____ _____

GRAND TOTAL PERCENTAGE _____

NEEDS ASSESSMENT

The Missouri Department of Education, Vocational Special Needs/ Guidance Services Section, has defined need as "the student's identified perceptions of those competencies for which they need help in mastering." Through a needs assessment counselors involved in program development are able to identify the program categories and student competencies which the students feel are important. A needs assessment is one basis for the selection of student competencies and the guidance learning activities that are used to help students acquire these competencies. The benefits to conducting a needs assessment include the following: A needs assessment:

1. identifies needs of students.
2. provides a data base for program planning.
3. provides information of policy makers for program support
4. provides a basis for developing effective teaching techniques (classroom presentations)
5. increases opportunity for staff interaction.

This is by no means a complete listing of the benefits of conducting a needs assessment.

Two assessment instruments are available for use in implementing a comprehensive program. The first is the Missouri Comprehensive Student Needs Survey (grades 9-12) and the second is a parent version of the same instrument. Both instruments are used in conducting a needs assessment.

These machine-scorable instruments are available through:

Missouri Testing and Evaluation Services
University of Missouri-Columbia
408 Hitt Street
Columbia, Missouri 65211

The service costs approximately $.40 per student. The price includes answer sheets, scoring service, and a computer printout of the results of the needs assessment.

A complete needs assessment should be administered the first year the program is implemented and ideally every third year thereafter. Because these surveys are relatively brief and easy to administer it is strongly recommended that they be given to 100% of the student and adult population in small to moderate sized schools (up to 500 students). In larger schools (above 500 students) a 50% random sampling of both students and parents is desirable.

The interpretation of the data form one basis for selecting student competencies to be addressed by the guidance program. It is important that the data be interpreted carefully. The four reports by grade level received from Missouri Testing and Evaluation Services upon completion of scoring include: 1) group data--students needs by item 2) group data--ranking of needs by category, 3) individual data--roster of all student need items marked, 4) individual data--individual student's rating of needs. For the purposes of competency identification, group reports 1 and 2 will be most helpful.

1. Group ranking of needs by category:

   This report lists all 16 categories and their relative ranking by grade level. It is recommended that counselors use Table I to record and compare the relative ranking of categories across each grade level. The top 4-5 categories across all grade levels should be identified by summing the ranks across grade levels. Then note the ranked categories by each area: (refer to competency statement list) a) career planning and exploration, b) knowledge of self and others, and c) educational/vocational development. Chose the highest 1 or 2 categories under each area from which to select the students competencies to be addressed by the guidance program.

2. Group Data--Students Needs by Item:

   This report displays each of the 16 categories and the need item numbers in each category. After identifying the top 4-5 categories selected by students from the form on Table I, the counselor should note those need items selected by 50% or more of the students in those top 4-5 categories. These are the specific need items the guidance program may want to address. After the need items are identified, refer to the competency statement list. This list shows each need item reworded in competency statements. Use those competency statements that reflect the highest need items.

Informal Needs Assessment

Before proceeding further one more point is worth mentioning. The data you have compiled, along with your analysis of the data, have come from the administration of the Missouri Comprehensive Student Needs Survey. This represents the "formal" assessment in the needs assessment process. It is important to observe, however, that other "informal" factors may contribute significantly in final decisions regarding the selection of categories and competencies. Input from counselors, teachers and administrators along with consideration of available resources, on-going related programs, other district and school educational priorities and even intuitive or "gut-level feelings" are all factors to be considered in decisions as to which competencies your guidance program should focus on.

TABLE 1

CATEGORIES	GRADE 9 (GROUP RANKS)	GRADE 10 (GROUP RANKS)	GRADE 11 (GROUP RANKS)	GRADE 12 (GROUP RANKS)	SUM OF RANKS ACROSS GRADE LEVELS
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					

TOP 5 CATEGORIES

(5 Lowest Sums of Ranks Across Grade Levels)

1 _____

2 _____

3 _____

4 _____

5 _____

COMPETENCY STATEMENT LIST

AREA---CAREER PLANNING AND EXPLORATION

Category--Planning and Developing Careers

Need Item Number	Competency Statement
1.	I know how to develop a career plan
2.	I know about possible careers and the world of work
3.	I know how to explore careers in a specific area in which I am interested
4.	I know how to prepare for careers in which I am interested
5.	I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc.)
6.	I understand my interests and abilities, and how these can help me make a career choice
7.	I know how the place where I live affects job opportunities

Category--Understanding How Being Male or Female Relates to Jobs and Careers

15.	I know about jobs that are usually filled by the opposite sex, but are available to both sexes
16.	I can take courses appropriate to my career choice, even through most often taken by the opposite sex
17.	I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex
18.	I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex
19.	I know how to get along with members of both sexes on the job
20.	I understand how being male and female affects my career choice

Category--Making Decisions About College

21. I know about various colleges and what they offer

22. I know how to pick a college

23. I have visited colleges before enrollment

24. I know how to choose colleges that would help prepare me for a career

25. I know how to decide on a field of study

26. I know what careers certain majors would prepare me for, and the future of those careers

27. I know how to obtain scholarship and financial aid information

28. I know how to find a place to live while attending college

Category--Planning High School Classes

72. I know the requirements for high school graduation

73. I know how to select courses that would help meet my career goals

74. I know how to find courses that fit both my needs and interests

75. I can make a plan of high school classes which would be best for me (reviewed and changed as needed)

Category--Learning How to Use Leisure Time Now and in the Future

83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies, sports)

84. I know what leisure and recreational activities best fit my interests and needs

85. I understand how one's job affects one's leisure time

86. I know how friends can affect my leisure time

AREA---KNOWLEDGE OF SELF AND OTHERS

Category--Understanding and Accepting Self

8. I understand my values
9. I understand, accept, and like myself, both physically and mentally
10. I have confidence in myself
11. I understand how my feelings affect my behavior
12. I am able to state my own ideas
13 I can handle personal difficulties
14. I can deal with life when I feel down

Category--Understanding and Getting Along with Others

48. I can understand others
49. I can get along with my family
50. I know good ways of communicating feelings
51. I can develop close and lasting friendships
52. I can accept others as well as be accepted by them
53. I respect other people whose views differ from mine
54. I can talk to someone when I need to

Category--Knowing How Drugs and Alcohol Affect Me and My Friends

67. I know the physical and mental effects of drugs and alcohol
68. I know the penalties of drug and alcohol use
69. I know how to help a friend who has a problem with drugs or alcohol
70. I know where to find help for alcohol and drug problems
71. I can handle pressure from my friends related to the use of drugs and alcohol

Category--Learning About Marriage and Family Responsibilities

93. I know important things to consider when choosing a wife or husband

94. I know about the things that often cause difficulties in a marriage

95. I know some things that make a marriage work and make one happy

96. I know how children affect a marriage

97. I know about the kinds of decisions and difficulties I will face as a parent

98. I know about the causes and results of divorce

AREA---EDUCATIONAL/VOCATIONAL DEVELOPMENT

Category--Preparation for Finding Jobs

29. I know what employers expect of applicants and employees

30. I can complete application forms properly

31. I know what to do during a job interview

32. I can develop a resume (personal information sheet for employers)

33. I know where and how to start looking for a job

Category-Making Decisions

34. I know what my goals are and their value

35. I can make decisions

36. I can evaluate or judge decisions I have already made

37. I can follow through on good decisions and change poor decisions

38. I know how to get along in a changing world

39. I can identify the real problem when I have difficulties

40. I can come up with many possible solutions to a problem

Category--Learning Consumer and Homeowner Skills

41. I understand legal responsibilities which I will face as an adult (for instance-income tax, auto insurance, medical expenses, etc.)

42. I know about the kinds of daily expenses that I will face in life

43. I understand credit purchases and installment buying

44. I know how to budget, spend, and invest my money wisely

45. I have increased my knowledge about such items as cars, stereo systems, and appliances

46. I know and understand the necessary steps in renting or buying a home

47. I know how to use common hand tools to build or repair things

Category--Finding Jobs

55. I know what jobs are available locally

56. I know how to find part-time work, or summer work

57. I know how to find a full-time job after graduation

58. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs

59. I know what persons and what agencies will help me find a job

60. I know the benefits, working conditions, and opportunities for advancement in jobs

Category--Improving Basic Skills and Study/Learning Skills

61. I know how to improve my writing, reading, speaking, listening, and math skills

62. I can complete the tasks and projects which I start

63. I know how to improve my test-taking skills

64. I know how to develop learning habits and skills that I can use throughout life

65. I know how to study and how to get the most out of my study time

66. I know how to take notes

Category--Learning From Friends and Others Who Have Graduated

76. I know what jobs graduates found and where

77. I know the problems graduates had in finding jobs

78. I know whether or not the jobs obtained by graduates were related to the training they took in high school

79. I know what problems graduates had on the job or in college

80. I know what individuals or what agencies helped graduates get a job, get into college, or get other training beyond high school

81. I know what college courses or other training courses beyond high school gave graduates trouble, and why

82. I know what advice graduates would give me while I'm in high school

Category--Vocational Selection and Training

87. I have visited vocational programs before enrollment

88. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my own high school

89. I know how basic skills (math, reading, etc.) relate to my vocational goals

90. I know my strongest vocational interests, aptitudes, and abilities

91. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities

92. I know the job opportunities available to those who complete area vocational school

ESTABLISHING A MASTER CALENDAR

A Master Calendar enables the counselor to plan resources and guidance material needed to meet program goals and provides a time frame for scheduling resources and equipment.

It is an organized, systematic, approach for the implementation and delivery of the comprehensive guidance program. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff and others. The Master Calendar integrates the guidance program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the guidance program.

PROCESS:

1. List the major guidance activities month by month on the yearly calendar under each of the following components:

   a. Guidance Curriculum
   b. Individual Planning
   c. Responsive Services
   d. System Support

2. Schedule and confirm specific dates for guidance activities and list on the monthly calendar.

3. Schedule and log activities on a daily calendar.

INVOLVING ADMINISTRATORS

It is the responsibility of the administrator to be informed about the state plan for comprehensive guidance programs and to approve and help implement the proposed local guidance program. The administrator should make sure adequate time is provided for the counselors to inform school staff about the comprehensive guidance program. He/she also should provide the means for counselors to inform local patrons about the guidance program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff--the administrator should provide written and verbal support of the guidance program to the building level staff.

2. Time--the administrator should provide counselors time to implement the guidance program. This may entail the deleting of non guidance administrative duties and paperwork that had been assigned to the counselor previously.

3. Facilities--the administrator should make available appropriate facilities to implement the guidance program, keeping in mind that individual and group counseling, guidance curriculum and other activities are involved.

4. Budget--the administrator should provide an adequate budget that allows for the purchase of resources to implement the guidance program.

5. Program evaluation--it is the responsibility of the administrator to routinely evaluate whether the proposed local guidance program is being implemented as written. This may entail a review of the guidance curriculum, individual planning, the responsive services provided and the activities designed to manage the guidance program.

6. Performance-based evaluation--it is the responsibility of the administration to routinely evaluate each counselor on the local performance based counselor evaluation form.

INVOLVING TEACHERS

It is important that all staff be informed about the guidance program at the beginning of the school year. A minimum of one inservice per year should be conducted to explain the guidance program. Teacher involvement can be at many levels. Teachers should be able to see how they fit into the overall program and they should be given the opportunity to volunteer for active involvement in its planning and implementation.

Planning - The counselor and the teacher should have the opportunity to plan curriculum units and decide when they will be presented on the master calendar. When practical, curriculum units need to be presented in a related subject. Numbers of students served in an particular subject area should be a consideration.

Implementation - Details of the actual implementation shall be determined by the counselor and teacher(s) involved. Whenever possible the teacher should be part of the presentation and evaluation.

Examples of Methods for Teacher Involvement:

1. Present the competencies to be addressed and how these could relate to the teacher's subject matter area.
2. Are there stated teacher needs in which the counselor and teacher could develop units to meet identified needs.
3. I have a unit available on----------. When would be a good time to present this within your calendar?
4. It is recommended that counselors do--------units. When could we do this within your calendar?
5. Be visible and involved with the total staff.
6. Provide incentives to teachers.
7. Provide recognition for "things well done" to teachers.
8. Recognize cooperation from teachers.
9. Schedule activities well in advance and publish a calendar and/or newsletter.
10. Be flexible and sensitive to teachers needs.
11. Be a salesperson--you have to sell your own program.

MAKING THE TRANSITION

As you begin to redirect your program efforts, it will require the implementation of new ideas and concepts. For some, the transition will be relatively easy, while for others it will be more difficult. What follows are some point to consider in making this transition to a comprehensive program based on the proposed model.

1. The change from the present guidance structure to the proposed guidance program structure requires careful planning. It involves a number of steps:

   a. Compare your present time and task analysis data to the proposed program time allocations. Note the discrepancy between the two and analyze what components are being adequately covered, those that are underserved and those that being oversubscribed. Within each component isolate those activities causing the discrepancy.

   b. Note those non-guidance administrative activities you are providing and the time they consume.

   c. Plan activities to bolster underserved components and to reduce activities in oversubscribed components following the suggested time allocations for each component.

   d. Propose methods of removing non-guidance activities from the present program so that counselors time can be used in the new proposed model program.

   e. Develop a time table for implementation of the proposed program and removal of non-guidance activities.

2. The formal and informal needs assessment process should be completed and student competencies identified based on local needs. Before proceeding, it is important to point out that each of the need categories is important. However, most counselors will not want to use more than 4-5 categories and several competencies per category.

3. Another step in implementation is the task of clarifying which student competencies will be addressed in which program components. The counselor may decide to develop a curriculum unit around a particular competency. On the other hand, a competency may be accomplished through a planning session with a student. Or the counselor may feel that a competency can best be addressed by setting up counseling groups for students with particular concerns. How a competency is delivered is up to the local counseling staff.

4. After deciding how each competency can best be addressed, search for places in the school curriculum and in the comprehensive guidance program (guidance curriculum, individual planning, responsive services) where they may be infused.

5. Begin placing these tentative infusion activities on a Guidance Program Master Calendar. Your program should be distributed across the whole calendar year and should be addressed through the four components of the Guidance Program.

6. Using the outline and formats provided for each of the four components, begin to write the guidance learning activities that you feel will best address the identified competencies. The guidance learning activity should be detailed enough to allow you to effectively use it from year to year.

7. Guidance learning activities which you propose to implement through classrooms should be carefully coordinated with the teachers involved and the school calendar to avoid possible conflicts.

8. When you conclude that a guidance learning activity can best be addressed within a department, it is essential to work closely with the teacher(s) involved. Occasionally, you will know in advance that a particular teacher is less than enthusiastic about relinquishing class time. In your initial program planning go to the teachers with whom you have a good working relationship. Seek these people out well in advance. One to two months advance notice is most desirable. A few days or even one to two weeks may indicate poor planning on the part of the counselor. The teacher should have a detailed explanation as to the purpose of the lesson, how long it will take, and what will be done. If possible, show the teacher the written learning activity. Include in the activity the method for evaluation. This may help to demonstrate the importance of the activity. It is also important to stress the importance of the teacher's involvement in the activity. Stress that, although the counselor will take the leadership role, a significant contribution can be made by the teacher. Give the teacher some specific responsibilities.